

# 2020 Annual Report to The School Community



School Name: Viewbank College (8812)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 24 March 2021 at 03:26 PM by Sharon Grimes (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

Viewbank College is a vibrant and highly successful Year 7 to 12 co-educational College situated in the NW Region. Places at the College continue to be in high demand. The current enrollment is 1470, which included 23 International Students. The College staff numbered 130 in total; 4 Principal Class Officers, 108 teaching staff and 25 Education Support staff. Viewbank College has at its focus high expectations and aims to provide quality educational opportunities that fully develop the potential of all its students. The learning growth of each child is a priority. The commitment is to ensure a caring environment in which every child has the sense of being in a 'small inclusive school', where there is a strong sense of belonging. Our community values are represented in our College Pledge, which reflect our involvement in the Respectful Relationships Program.

The College Performing Arts Centre provides excellent teaching spaces, including the new dedicated Music, Drama, Design Technology, Science and Mathematics teaching spaces. The STEAM Precinct, the Science/Mathematics facilities, the Art/Design wing and the Maker-Space have enhanced our programs and curriculum offerings, including VCE Systems and Engineering. Student participation in the STEAM area has grown exponentially, with electives in 3D printing, STEAM club and involvement in the Young Persons for the Planet initiative. Despite the limitations of Covid in 2020, the STEAM area continued to offer opportunities for students, with YPPP initiative continuing in an online format.

Our College Values continue to be underpinned by the College Respectful Relationships Pledge, a pledge developed by students, staff and community members to reflect how we interact with each other. The Pledge reads, "At Viewbank College, we are committed to building respectful relationships every day. We pledge to continue to build a respectful environment that is inclusive, positive, safe and caring, promotes empowerment and strives for equity. We will honour the diversity of everyone within our community and embrace every background, experience, gender, sexuality, ability, age, culture and religion". The Pledge reflects not only our College Values, but reinforces our commitment to Child Safe Standards compliance, the provision of a child safe environment and our status as a Lead school in the Respectful Relationships program.

The College is noted for being at the forefront of educational innovation. The redevelopment of curriculum with a focus on the use of a Datawise inquiry cycle in our Professional Learning Communities to inform teaching and learning, embedding differentiation and inquiry-based learning, and ensuring teaching and learning experiences engage and stretch students no matter their starting point are examples of this. Key to this is the utilization of learning continuums, learning maps and instructional rubrics to ensure evidenced-based assessment so that students and staff can measure and respond appropriately to ensure learning growth.

The College has a broad VCE program (37 studies) which allows for acceleration in subject areas at Year 10 and 11. In Year 10, 37 subjects are running of 40 offered, Year 11, 31 subjects running of 37 offered and Year 12, 28 subjects running of 34 offered. To support pathway exploration, the College offered 29 elective options at Year 9, with 26 running.

Alternative pathway options to enable greater flexibility to cater for individual needs are a strength of the College. Students have access to external VET provision and a quality delivery of Vocational Pathways, which enables students to access quality tertiary placements. Productive partnerships exist with local schools through the Northern VET Cluster, Banyule/Nillumbik Tech School, with local community groups and the Banyule City Council.

The provision of well-resourced, quality ICT is also a priority. The College use of an extensive 1:1 laptop program complements the teaching and learning program.

The College is noted for excellence in Drama performance and Music performance through an outstanding Instrumental Music Program, with approximately 370 students enrolled in this broad, performance-based program.

## Framework for Improving Student Outcomes (FISO)

### Positive Climate for Learning

Intellectual engagement and self-awareness

Setting Expectations and promoting inclusion

Strategic Goal: To enhance the Wellbeing of all Students.

Viewbank College continues to be a Respectful Relationships lead school and is continuing to embed the key features of the initiative, but also work closely with partner schools to facilitate a broader community engagement with Respectful Relationships.

The College developed a whole-school approach to Respectful Relationships using an implementation cycle that relied on the work of the community. Early in term 1, the College initiated work with some local primary schools, with the aim of developing a consistent approach to embedding the Respectful Relationships program and develop opportunities for community outreach. The College will be working on utilizing the key values and ethos evident in the Pledge to shape a positive environment and build essential life skills to empower its members, particularly now through the Launch program and our Health education.

### Empowering Students and Building School Pride

Strategic Goal: Develop a culture where students are empowered to contribute actively in their learning, both in the College and as global citizens.

Further development of opportunities for Student Voice and Agency in order to create a positive teaching and learning environment.

Student Leaders participated in 'Friends of' meetings, College Council and College sub-committee meetings, student forums and student leadership meetings and worked collaboratively to help shape the direction of the College and improve learning opportunities for the students.

Students from across the school were involved in student forums addressing a number of issues relating to engagement and well-being.

The Student Leadership group continued to review the College House system, identifying areas to improve participation and connection to the College. Logos were redesigned, House chants developed and uniform items reviewed. The House system is now in operation in 2021.

We conducted a Middle Years Review to gain a deeper understanding of student responses to agency, learning confidence.

With the onset of remote learning, the focus shifted to connection in a remote environment and to student well being. We conducted Professional Learning for teachers to build understanding of agency, goal setting and meta cognition, with students completing self-reflections on learning behaviors during parent/student/teacher conferences.

### Excellence in Teaching and Learning

Evaluating impact on learning

Goal: To identify each student's potential and maximize their learning growth.

We continued the work to establish of a culture of collaborative planning and assessment, using a variety of internal and external data sources, to target improvement.

During 2020, we focused efforts on strategies to support student learning in an online environment, with a lot of professional learning dedicated to best practice use of Microsoft Teams platform.

Whilst the focus on continuous learning and growth continued, there was a renewed focus on student well being and engagement in 2020.

We continued to develop an agreed whole-school instructional model that incorporates the Gradual Release of Responsibility, a timetable restructure to facilitate this model, and a data driven focus on meeting students at point of need.

The Learning Specialists, the Director of Teaching of Learning, College Principal and Assistant Principal of Learning reviewed the work of the Professional Learning Communities in the College. Staff continued to use cycles of inquiry to improve learning outcomes for students. PLC's utilized a range of evidence to inform them about gaps in student knowledge and which strategies to use to facilitate the learning program. The teachers used their findings to modify

and strengthen their curriculum programs, continuing the culture of collaboration in curriculum design and moderation. We continue to collect a range of data, including using ACER PAT testing to inform literacy and numeracy levels and allow a more strategic approach to intervention at student point of need. VCE data and examiners' reports were analysed across the College in subject-based teams and were used to inform areas of strength, areas for improvement, strategies to utilize and exam technique skills to perfect for our current Year 12s, as well as to backward plan.

### Achievement

Viewbank College has continued to perform well in all areas of student learning.

There was no NAPLAN data for 2020. Teacher judgments indicate that students are performing at a consistently higher level in Maths and English, compared to the median for all Victorian Government School

In 2020, VCE students achieved very good results, a little down on previous year but still well above State average. Pleasingly 84% (out of 181 students) achieved an ATAR score of 50 or above which clearly give each of those students access to tertiary options. There were 27 (15%) students who achieved 90 or above, with the highest ATAR ranked 98.85 and the College mean for all study scores was 30. One student achieved a perfect score of 50 in Legal Studies and we had a student invited to perform at the Top Arts Showcase.

The College has continued to offer an extensive VCE program. The College has continued to support alternative pathways, with the number of students undertaking a VET study having steadily increased over the past three years. There is in excess of 60 students enrolled in a VET study for 2021. These programs will provide greater opportunities for student voice in their learning and have been developed in response to student demands.

Teachers are focused on strengthening the learning experience for every student. Staff use data to inform their teaching practice and encourage all students to read their full potential.

### Engagement

In 2020, the Student Absence data continued to be substantially better than the State. Our school had an average of 10.2 days absence, compared with 13 days for like schools and substantially lower than the stage average at 17.8 days. Students chronically absent are often referred to external agencies including CAMHS and Berry St to assist parents and students to develop strategies for getting to school. A number of students transition back into school on reduced load timetables and support staff, including welfare team members, regularly check in with the students and families to ensure all are well supported. Staff and parents are able to monitor student absences using the Compass Student Management system. The College now employs a Middle and Senior School assistant to manage attendance and this allows for early intervention and monitoring of students not attending school everyday.

Student retention data at Years 7-10 remains high, being well above like schools and the State and the College has continued to prepare students for further studies or full time employment. In 2020 student destinations included 90% of students who applied for courses through VTAC, with 98% of students having received an offer. 10 students are working either full or part-time while considering further study. The destination data in terms of interest were as follows; Business/Commerce (19%), Science (11%), Healthcare (21%), Design/Creative Arts (11%), Engineering (6%), Arts, Psychology/Criminology (29%), Computing (7%), Work (4%), Education (4%), Trades (3%). \*\*numbers include dual degrees.

The Attitudes To School Survey was conducted differently in 2020. Responses for all areas were not measured against State percentiles, having performed particularly well in the areas of student aspiration and learning confidence. Areas highlighted for a targeted response in 2021, through our Respectful Relationships program, include student voice and agency, connectedness and respect for diversity.

The College has continued to promote a large extra-curricular program in order to create a small school experience in a large and growing school. During terms 1 and 4, where possible, lunchtime and after-school continued to support

student engagement. For example; STEAM club (100+ members). We had online competitions and events during remote learning, including cooking competitions, book club, exercise club and home workouts, photography and sporting competitions.

The Student Leadership program continued to evolve in 2020, with senior student leaders organizing a range of positive, community building initiatives through remote learning and onsite early in term 1. Student leaders continued to be active members of the Health and Well-being committee and the Respectful Relationships consultative group. The Student Leadership team are to be commended on the level of resilience demonstrated through a range of projects they initiated and clearly modeled positive behaviors.

Results from the Parent, Student and Staff surveys have endorsed the College as a positive environment, which provides a sense of belonging and quality learning experiences.

### Wellbeing

Through a holistic approach to well being, the College has worked to develop the overlay program- with work towards the Launch program at years 7-10, as well as continuing to provide individualized support and counselling where appropriate. Although many traditional programs were unable to run due to Covid restrictions and remote learning, virtual Pathways, Health & Well being days, Mindfulness activities and other activities to engage students were conducted. Unfortunately the camps program could not go ahead as usual.

Our students were well-supported through remote learning by the level leaders responsible for their well being as well as academic progress as well as by the Well being team. The Mental Health Practitioner program has enabled us to have really expanded the services available to students and given great oversight of well being provision overall.

In the Senior Years, students have received well being guidance and information, in combination with VCE and study skill information sessions and future pathway planning counselling, both virtually and in person, to assist in building resilience and coping skills. Programs include the mental health program (BATYR) and positive mindset training for Year 11s,

For 2020, the College supported its students using a network of committed classroom teachers supported by a Level Leader (Leading Teacher), two Well being Leaders and a Mentor. These year level teams, together with the careers and welfare teams, work to promote resilience, inclusiveness and a sense of school pride encouraging students to achieve their very best and make positive decisions for the future.

As a Respectful Relationships Lead School, the College continued with a staff and student working party, consulted regularly with the community, participated in professional learning and continues to deliver on the Respectful Relationships Implementation Plan. The College Pledge remains an integral part of assemblies, information evenings and formal events. The College is committed to embedding the Pledge in all facets of school life.

.We continue to work to make a long term cultural shift, working across the whole College and broader community.

### Financial performance and position

The 2020 Annual Budget was developed through consultation with staff and School Council to support programs aligned with the School Strategic Plan, to improve student outcomes, and to support student learning.

Major items of expenditure in 2020 included the commencement of the refurbishment of the Middle School office \$20,586 and the Banyule Theatre \$35,110 – works in these spaces will continue into 2021. Furniture items purchased throughout the year included the replacement of sixty student desktops, additional student lockers, staff chairs, and desks for \$45,500. Two new ovens for the Food Technology area, two washing machines, and a dryer for the Science area were also purchased for \$5,697. Acoustic panels were installed in the instrumental music rooms for \$13,174 and ten air conditioners were installed in the administration building for \$31,974. New carpet was fitted in the R3 classroom for \$5,796 and the change rooms/toilets in the gymnasium were painted for \$5,540. To improve accessibility, a new sliding door was fitted to the Library entrance for \$7,400. A deluxe change table and toileting system were purchased for \$11,099, as well as an iPad and saxophone for \$4,071 – all to support the inclusive education program. The annual

affiliations to the Banyule Sports Division of \$14,500 and School Sports Victoria \$3,371 were also paid to support the sports program at the College.

84% of the total revenue listed on the Operating Statement Summary refers to the funding received from the DET Student Resource package. The SRP credit component of \$13,069,950 refers to staff salaries and the majority of the Government Provided DET Grants listed as \$1,342,637 refers to the cash component of the SRP and includes the following additional DET grants

\$90,496 – MYLNS - Middle Years Literacy & Numeracy Support initiative supporting staffing resources within the middle years' literacy and numeracy program.

\$29,440 – Student Excellence

\$45,118 – Career Education Funding

\$10,000 – Respectful Relationships

\$5,221 – Camps, Sports, and Excursion Funding to assist parents/carers holding a Healthcare card to support students attending school camps, excursions, incursions, and sports programs.

\$8,000 – Relocatable furniture grant

\$196,906 – Overseas full fee-paying students funding

Included in the SRP package is Equity funding of \$65,943 which provided the ability to allocate additional resources to support students' wellbeing and academic needs.

Targeted Program

\$56,892 - Student Mobile Phone Security -DET reimbursed to the College the cost of items purchased such as student locks, security cameras for locker areas to support the introduction of the new mobile phone policy in schools.

Government Grants Commonwealth includes

\$37,000 Defence Force Grant was received, as a strong relationship is maintained with the Department of Defence and the College. These funds are used to purchase additional resources and staff to support the students of the Defence Force families at the College.

Government Grants State includes

\$9,725 received from the Office of Youth, Department of Premier and Cabinet for the Advance Funding which provides support for the Year 9 Duke of Edinburgh Program.

Other Revenue is less than 1% of the total revenue and includes interest on investments of \$16,564 and payments from students for laptop items

Locally Raised Funds is also less than 1% of the total revenue and includes

Donations

\$1,500 being a donation from Metro Cares to Friends of STEAM. These funds were used to provide additional technology resources for the STEAM program at the College.

\$5,000 donation to the Instrumental Music Program from a previous family of the College

\$1,500 parent donation to support self-supporting students and disadvantaged students at the College.

\$5,354 was raised through fundraising events organised by the Student Representative Council in support of the wider community. Donations were made on behalf of the SRC to a variety of charities such as the McGrath Foundation \$1255, Zoos Victoria for the Wildlife Bushfire Appeal \$252.50, the Worlds Greatest Shave \$128.45 as well as a donation to Backpack Bed for Homeless \$765.40.

The SRC actively engages with the students at the College to lead a positive connection with students beyond the College.

The College is well supported by several 'Friends' parent groups who although did not have the opportunity to raise funds in 2020, funds bought forward from previous years have been utilised in 2020 to construct two garden beds in the art courtyard \$3,988, purchase courtyard plants and install seating for students on the oval \$6,241 and have purchased musical instruments and stepped staging \$20,565.

The combined 'Friends' group funds remaining is \$34,361 which is tagged to support future projects to assist the students and the College community.

Parents/Carers continue to financially support the College and the revenue raised from the Essential, Optional, and Voluntary items totalled \$792,806.

This continued support from families and the community allows the College to provide the best possible programs and facilities for the students.

**For more detailed information regarding our school please visit our website at**  
[www.viewbank.vic.edu.au](http://www.viewbank.vic.edu.au)

Draft

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 1439 students were enrolled at this school in 2020, 681 female and 758 male.

16 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

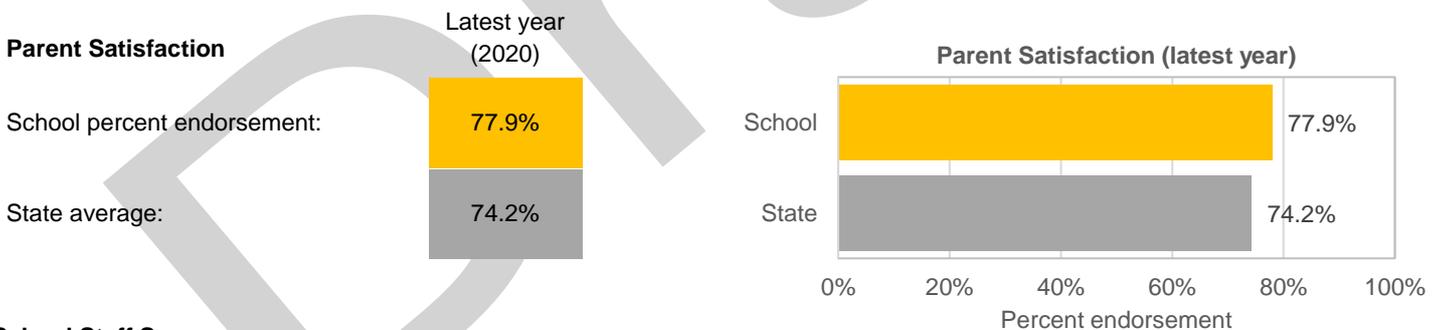
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

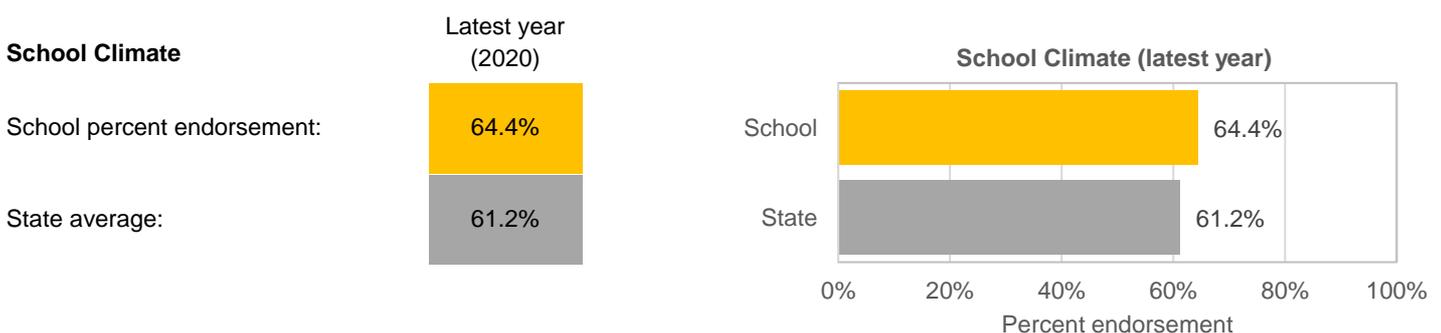


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

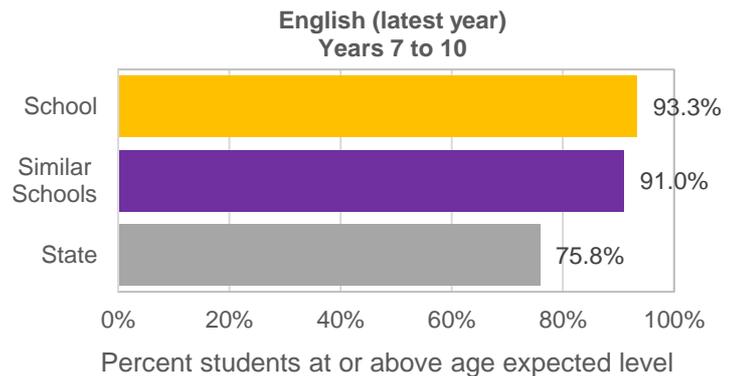
93.3%

Similar Schools average:

91.0%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

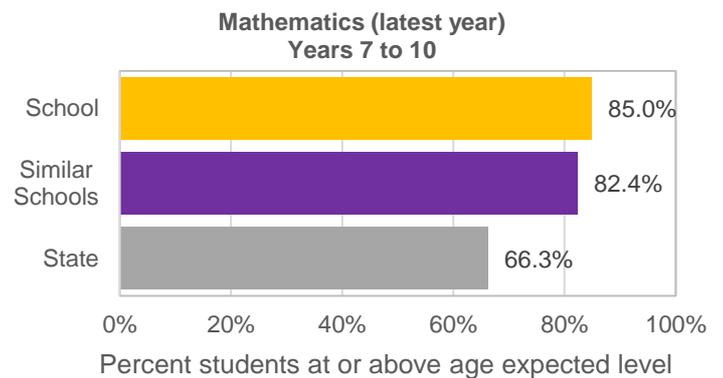
85.0%

Similar Schools average:

82.4%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

## ACHIEVEMENT (continued)

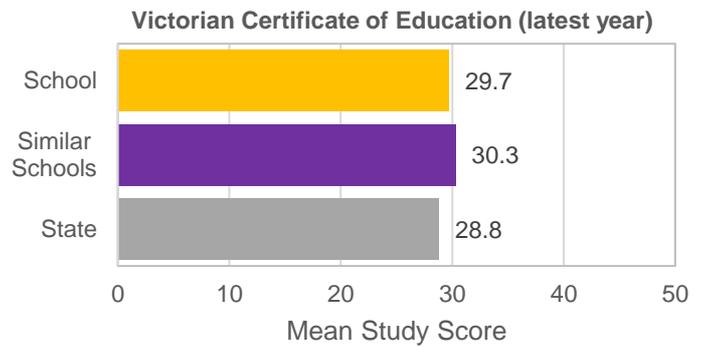
### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

#### Victorian Certificate of Education

	Latest year (2020)	4-year average
School mean study score	29.7	31.1
Similar Schools average:	30.3	30.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

97%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

3%

VET units of competence satisfactorily completed in 2020:

86%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

NDA

## ENGAGEMENT

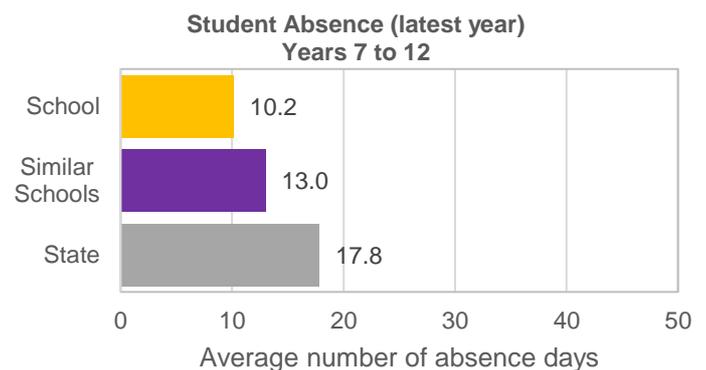
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	10.2	12.4
Similar Schools average:	13.0	15.2
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

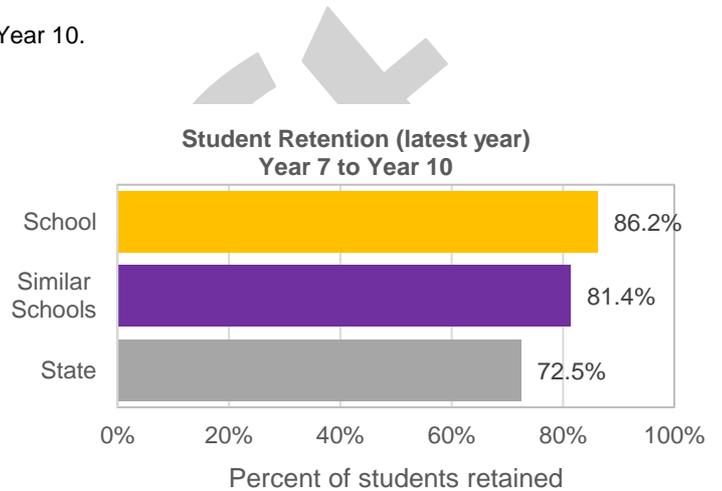
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	96%	94%	93%	95%	95%	95%

**Student Retention**

Percentage of Year 7 students who remain at the school through to Year 10.

**Student Retention Year 7 to Year 10**

	Latest year (2020)	4-year average
School percent of students retained:	86.2%	84.0%
Similar Schools average:	81.4%	80.6%
State average:	72.5%	72.9%



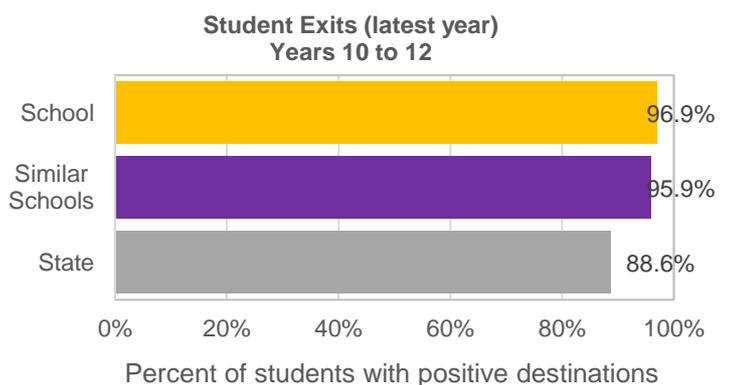
**Students exiting to further studies or full-time employment**

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	96.9%	96.4%
Similar Schools average:	95.9%	96.0%
State average:	88.6%	89.1%



## WELLBEING

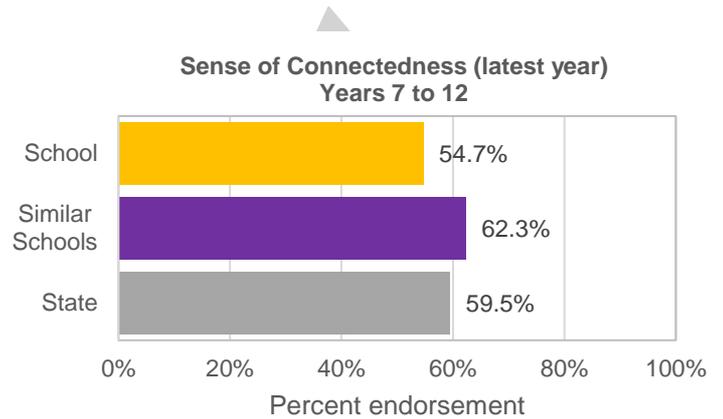
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	54.7%	57.1%
Similar Schools average:	62.3%	57.5%
State average:	59.5%	55.3%



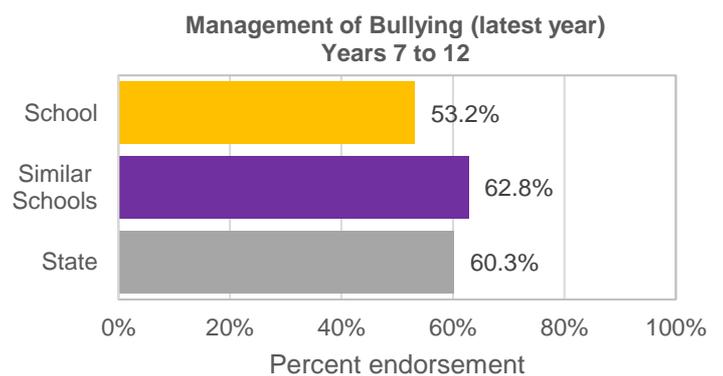
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	53.2%	61.1%
Similar Schools average:	62.8%	59.3%
State average:	60.3%	57.9%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$13,069,950
Government Provided DET Grants	\$1,342,637
Government Grants Commonwealth	\$48,821
Government Grants State	\$21,534
Revenue Other	\$18,610
Locally Raised Funds	\$1,059,785
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$15,561,337</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$43,904
Equity (Catch Up)	\$22,040
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$65,943</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$13,214,670
Adjustments	NDA
Books & Publications	\$9,687
Camps/Excursions/Activities	\$169,026
Communication Costs	\$36,024
Consumables	\$295,595
Miscellaneous Expense <sup>3</sup>	\$203,713
Professional Development	\$42,865
Equipment/Maintenance/Hire	\$256,196
Property Services	\$209,652
Salaries & Allowances <sup>4</sup>	\$420,793
Support Services	\$145,049
Trading & Fundraising	\$31,496
Motor Vehicle Expenses	\$6,460
Travel & Subsistence	NDA
Utilities	\$151,695
<b>Total Operating Expenditure</b>	<b>\$15,191,083</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$370,254</b>
<b>Asset Acquisitions</b>	<b>\$98,134</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,731,078
Official Account	\$120,228
Other Accounts	\$150,648
<b>Total Funds Available</b>	<b>\$2,001,953</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$307,335
Other Recurrent Expenditure	\$21,087
Provision Accounts	\$14,000
Funds Received in Advance	\$363,305
School Based Programs	\$26,260
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$34,362
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$80,647
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$1,070,000
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,996,996</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*